

Ready Kids Conference June 2014 Louisville, KY

Research indicates that young children's ability to use language and to listen to and understand the meaning of spoken and written words is related to their later literacy achievement in reading, writing and spelling.

Learning to Talk and Listen: An oral language resource for early childhood caregivers. National Institute for Literacy.

#### Levels of Reading

Below Basic

Basic

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28% 4th graders (below basic)

> 65% 4th graders (below proficient)

35% 4th graders (at or above proficient)

> Kentucky Data, 2011 (Source: KIDS Count)

## Dividing line between 3<sup>rd</sup> and 4<sup>th</sup> grades

Birth to 3<sup>rd</sup> Grade Learn to Read

4<sup>th</sup> Grade - lifelong Read to Learn





What are the skills and abilities that are <u>linked</u> to later outcomes in reading, writing and spelling?



#### Strong to Moderate Predictors

- Alphabet Knowledge
- Concepts About Print
- Phonological Awareness
- Oral Language
- Writing Name/Writing
- RAN (Rapid Automatic Naming/Lexical Access)



#### Oral Language

What are the benefits of rich oral language?

- Communication (listening and responding)
- Understanding the meaning of a large number of words and concepts that they hear or read
- Obtain new information about things they want to learn about
- Express their own ideas and thoughts using specific language

#### Partner Chatter

- Spend 2 minutes describing an object
- Partner 1 describes the object using the Key Questions
- Partner 2 writes down all the descriptive words to describe the object
- When prompted, switch descriptions with a different team to see if you can figure out what has been described.

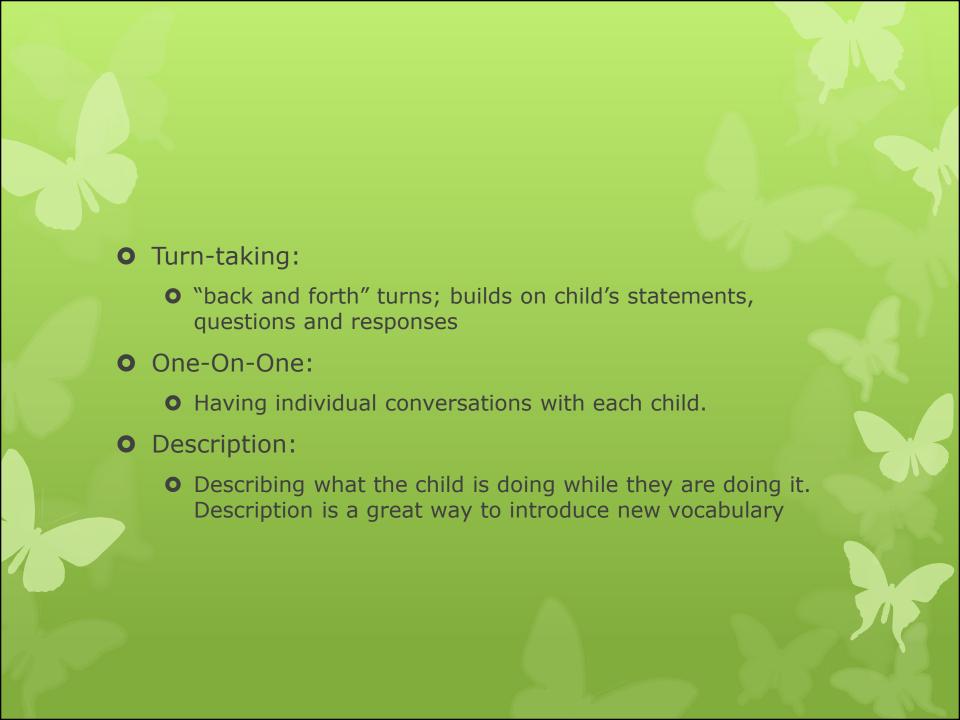
#### How Adults talk with Children

Talking AT children

Talking WITH children







#### Reasons Children want to talk

- Sharing personal content
- Storytelling
- New Information
- Play
- Extended Conversation
- Modeling Language

#### Children will talk more if we...

- Wait a few seconds before we reply to what they say.
- Look at their faces
- Show you are listening
- Talk about what they want to talk about
- Talk about what they are doing
- Use new words (excursion, expedition)
- Repeat new words often
- Avoid interrupting them
- Avoid changing topics quickly

#### Remember.....

O Vocabulary taught in isolation is a weak predictor of later decoding and comprehension, BUT vocabulary taught in conjunction with oral language is a moderate to strong predictor and is essential (What Works, p. 32).

• More complex aspects of oral language, like grammar and definitional vocabulary, are very strong predictors of reading decoding and comprehension (What Works, p. 32).



• Identify all difficult and potentially unknown words in a text or content area

#### Step 2

Select a **small** set of words that are:

- A. Necessary for comprehension
- B. Usable in children's life
- C. Able to be taught multiple times
- D. Related to other vocabulary being taught

Preschoolers 2-3 words Kindergarteners 3-5 words

# Step 3 Select methods for teaching words

### ODirectly teach the meaning: Example

Provide a brief definition

- •Teach a word-learning strategy
  - Pointing and labeling
  - Eliciting questions
  - Non-eliciting questions

## Strategies (Interventions) that Enhance Oral language

- Scaffolding
  - Modeling
  - Skillful questioning
  - Providing feedback
- Narrative
  - Responding to what children say (expansion)
  - Asking for additional information (questions)
  - Inserting new words (vocabulary)

NELP What Works, pp. 35-39

#### Role Play

- Divide into groups of 3
- Teams will be given a prompt
- Select one person to be the child, one person to be the teacher and one person to be the observer/recorder
- When you read the prompt, the teacher and child will role play, while the observer records how the teacher scaffolds, introduces new vocabulary, models, skillfully questions, and extends/expands the child's play.

